



National Congress Bulletin

OCTOBER 1954 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 22, NO. 2

Dear P. T. A. President:

ARE YOU off to a good start? September, I know, was an exciting month. Your P.T.A., like a plane, "revved" its engines and sped down the runway for the take-off. Now it is airborne, soaring skyward on its 1954-55 action flight. The first exhilaration of getting off the ground is over. (If you are a new president perhaps you found it a little frightening as well as thrilling to be in the pilot's seat.) Now is the time to check flight plans with your alert and faithful crew—your executive committee.

Of course over the spring and summer your group worked out a flight plan—your action program for the year. But as the year proceeds your crew will want to check the plan constantly against changing conditions to see that it continues to meet the actual needs of your community's children and youth as well as of their parents and teachers. Just as a pilot is prepared to alter his course if weather conditions change, so will your P.T.A. be prepared to adjust its program to its members' immediate interests and to new situations that affect children and youth.

- Have you alerted your membership, hospitality, and program committees to the need for finding out what matters are of real concern to your membership?

- Have you shared with your members, or planned to share with them, the "1954 Findings," which appeared in the September issue of this *Bulletin*? This chart might well be used as a check list to discover the areas of action that your members believe need emphasis in their homes, school, and community.

- Have you made an inventory of each member's special skills, interests, and talents so that you can utilize them in programs and committee work?

- Are you keeping in touch with your council (if your P.T.A. belongs to one), your district, and state branch? These are like airports and weather stations, sending out information and advice to aid your flight.

- Are you giving your members opportunities to share the planning as well as the work? Mrs. Burr, our national chairman of Programs, gave us this counsel at the national convention: "Plan WITH your members, not FOR them."

- Are your Congress publications and *National Parent-Teacher* magazine committees on the job? Are they demonstrating to your members how useful the magazine and other publications can be to parent, teacher, and citizen in building good homes, a good school, a good community?

- Are your officers and chairmen striving to involve all members in your P.T.A.'s activities? At the problem clinic at the convention the consensus was that the extent to which a person becomes involved in an activity is determined by how much of a part he has had in planning it. In other words, we tend to be committed to a decision that we have helped to make. Are you giving your members opportunities to share in making decisions and planning action?

This month, Membership Enrollment Month, we are concerned with our P.T.A. passenger list. The P.T.A. is a big plane. There's room aboard for every resident of your community. Sometimes people

(Continued on page 2)



• In behalf of the National Congress, Mrs. Newton P. Leonard accepts an "award of gratitude" from Elaine Whitelaw, director, women's activities, National Foundation for Infantile Paralysis. The award was presented at the Board of Managers' dinner September 23 in recognition of Congress cooperation in the campaign against polio.

who don't have children in school think they can't belong to the P.T.A. We have to correct this mistaken notion.

• Have you a plan to reach all the adults in the community—to let them know the P.T.A. needs them and wants them and will welcome them as members?

• Do the people of your community know that in the P.T.A. they have an organization through which they can cooperate effectively with their schools and help to improve them? Is your publicity committee telling the story of P.T.A. plans and achievements to your community?

Although membership enrollment and magazine promotion have priority ratings in October, there are other pressing obligations. In meeting many of these we can cooperate with other organizations.

• Are you working with other groups to prepare a program for United Nations Day (October 24)? We all need accurate information on the aims and accomplishments of the U.N., our best avenue to lasting world peace.

• Are you working with youth groups and other civic organizations to make Halloween a night of wholesome fun for children and youth, not an occasion for vandalism?

• Is your school education committee cooperating with school officials and other organizations on plans for American Education Week, November 7-13? Are they helping to plan an observance that will stimulate public interest in, and support for, your schools?

Just a few more questions:

• Is everyone welcomed as he arrives at your meetings?

• Have you resolved to begin and end your meetings on time and to make your business sessions brisk and brief?

• Are you using the good fundamental rules of parliamentary procedure—courtesy, justice, and common sense?

If you can answer yes to these questions, then your P.T.A. is really off to a splendid start.

Every day, everywhere I go, I realize anew how important and how necessary is your job and mine. In Oslo, Norway; in Toronto, Canada; in New York and Maine and Rhode Island—everywhere, always, I hear discussion of problems

COMING IN THE NOVEMBER ISSUE OF OUR P.T.A. MAGAZINE . . .



Sex Education That Makes Sense Frances Bruce Strain
Journey Toward Freedom Katharine Whiteside Taylor
What Emotional Health Looks Like Bonaro W. Overstreet
I've Got the Best Job on Earth Tom Clarke
Books To Hold To Ruth Gagliardo
Parents Meet the Critics and Defenders
of the Public Schools Albert Lynd and John K. Norton
What's Happening in Education? William D. Boutwell

confronting the world. Inevitably these questions come up: What's the matter with our homes? Our communities? Are schools, homes, and communities working together?

It is no small task we of the P.T.A. have set ourselves—the achievement of better homes, better schools, and better communities. We need the good will, the ideas, the energies, and labor of every adult who cares for children and wants them to grow into good, useful, happy men and women. Bring these men and women of your community into your P.T.A. this month to share our high task. As P.T.A. leaders, do we not pledge to all children our best, our unrelenting efforts throughout this year? We do!

Loyally yours,

Lucille P. Leonard

MRS. NEWTON P. LEONARD, *President*
National Congress of Parents and Teachers

NATIONAL CONGRESS BULLETIN

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UNITED NATIONS DAY

October 24th will mark the ninth anniversary of the U.N. and the seventh annual observance of a day devoted to making known to the people of the world the aims and achievements of the United Nations and to gaining their support for the work of the U.N. President Eisenhower's proclamation this year states:

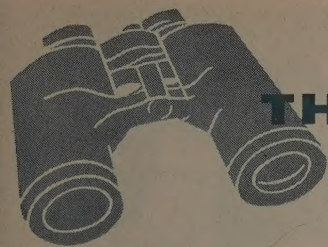
"WHEREAS the United Nations represents man's most determined and promising effort to save humanity from the scourge of war and to promote conditions of peace and well-being for all nations; and

"WHEREAS this Government believes that the United Nations deserves our continued firm support and that its success depends not only on the support given it by its members but equally on that of the peoples of the member countries; and

"WHEREAS the General Assembly of the United Nations has resolved that October 24, the anniversary of the coming into force of the United Nations Charter, should be dedicated each year to making known the aims and accomplishments of the United Nations:

"NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States of America, do hereby urge the citizens of this Nation to observe Sunday, October 24, 1954, as United Nations Day, representatives of civic, educational, and religious organizations, agencies of the press, radio, television, and motion pictures, as well as all citizens to cooperate in appropriate observance of the day throughout our country. . . ."

A U.N. Day program suggestion book for community and organization leaders has been prepared as a guide for the 1954 U.N. Day observance and can be obtained through the U.S. Committee for U.N. Day, 816 21st Street, N.W., Washington 6, D. C.



THROUGH OUR Fieldglass

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Met with a Smile

New teachers at Ridge School in Henrico County, Virginia, are assured of a warm welcome from P.T.A. members before they even enter the classroom. Each summer the local unit writes letters to the incoming staff and offers help in acquainting them with the community. They follow this up with activities aimed to make the teachers feel at home in their new situation.

The unit has shown similar initiative in planning recreation for subteens. They were instrumental in starting a canteen where sixth and seventh graders might meet every Friday to dance and play games. Once a year they hold a father-daughter banquet, followed by a mother-son banquet. The canteen is manned by a rotating team of parents and teachers.

Scoring for Safety

Traffic was heavy at a school crossing in Des Moines, Iowa, and the safety patrol was unable to act with maximum effectiveness. P.T.A. members formed teams and waited at each corner, using a counter to clock the number of passing cars and pedestrians. They convinced city officials that additional safety measures were needed, and now a stop light has been added to protect the school children.

Television Team

The Norfolk (Virginia) Council and the school board have joined hands in presenting a weekly telecast on education. One of their June programs was based on *Happy Journey*, the preschool pamphlet published jointly by the National Congress, the Department of Elementary School Principals, and the National School Public Relations Association. Response from the audience was enthusiastic, especially since the council offered free copies of the pamphlet to all within the immediate area. Other recent programs have informed the public about important school and parent-teacher programing.

A Second Look at Dropouts

Why do some children fail to finish school? Virginians have been pooling their ideas about this problem, a serious one at the high school level. A recent school of instruction at Longwood College in Farmville shed new light on the subject.

One reason for dropouts may lie in a curriculum not tailored to children's needs. For example, one parent-teacher group found that all students in their locality had to take the school's agricultural program, although only 10 per cent would return to the farm for their livelihood. Realistic curriculum planning can prevent such "educational waste."

Many youngsters are lured away from school by high-paying unskilled and

semiskilled jobs—only to discover in later years that their earning power is seriously crippled by the lack of further academic training.

A local president who is also an industrialist suggested that P.T.A.'s invite business leaders to take part in panels before high school students; from their experience they can point out the advantages in completing school.

A recent newspaper survey cited at the meeting showed that adults with high school or higher education held 73 per cent of the jobs paying \$5,000 a year or more. Of special interest in this rural area was the finding that most farms producing \$10,000 or more annually were operated by high school and college graduates.



• A P.T.A. member of the Los Angeles Tenth District of the California Congress takes a candid camera shot of a pupil who is violating a safety regulation in crossing the street. Several other members were stationed in other locations. Their collection of snapshots illustrated both the observance and the flaunting of traffic rules. These pictures were then used as visual aids in safety training in the schools.

AS MOTHER'S GUEST

THE FIFTY-EIGHTH convention of the National Congress of Parents and Teachers was as bright, exhilarating, and brisk as the weather in Atlantic City on the golden days of May 24, 25, and 26. These were indeed golden days for me, for this was my first national P.T.A. convention, and I was there as the personal guest of our national president, Mrs. Newton P. Leonard, my mother.

I arrived too late for the first general session and missed Mother's main address. Happily I have since been able to read it in the September issue of the *National Parent-Teacher*, but at the moment my disappointment was deep. I had no time to dwell on it, however, for to my excitement and delight Mother whisked me off to lunch with Dr. Martha M. Eliot, chief of the U.S. Children's Bureau; Edward M. Tuttle, president of the National School Boards Association; and Mrs. Clifford N. Jenkins, national legislation chairman, whom I had known in Rhode Island.

A daughter's impressions of the 1954 national convention

New Experiences

When I found myself discussing problems of teacher shortages, segregation in the schools, the need for new school construction, and the like with these distinguished people, I wondered if the occasion were real or if I were dreaming. Could I, who only a few short years ago quaked at being introduced to a school board head, really be exchanging views with these learned people? But I soon discovered that just such free, friendly exchanges of information and opinions are characteristic of a national P.T.A. convention. Gladly and eagerly delegates, visitors, guests, and speakers in Atlantic City shared



• Mrs. Leonard and her daughter, Mrs. Calvin C. Sloan (left), took part in a pre-convention tour of the Boardwalk at Atlantic City last May as guests of the New Jersey Congress. Here they are shown in a rolling chair before the start of the "parade."

their ideas and experiences—at meetings, at meals, and even as they strolled in groups of three or four or five along the Boardwalk.

At luncheon also Mrs. Jenkins and I found time to bridge the four years since we had seen each other last. That, I discovered, is another delightful characteristic of the national convention: One is almost certain to meet old friends in P.T.A. work.

For the afternoon, four section meetings were scheduled. All dealt with challenging topics. A choice was difficult, but I finally decided to attend a clinic on P.T.A. problems of programming and leadership. The clinic functioned in a most interesting way. The audience, after a buzz session, presented problems it wanted to have diagnosed and prescribed for. A *resource* panel, consisting of national officers and chairmen and a national field staff member, offered solutions for the various problems. Then an *application* panel, consisting of local, council, and district P.T.A. workers, drawn from the audience, gave their views on how practical these solutions were. Sometimes these people had interesting additional suggestions to make.

(Continued on page 5)



• Members of the Board of Managers and convention guests are shown in the foreground, shortly after they took part in the processional that opened the first general session of the national convention.

New Ideas

Anyone active in civic groups would have benefited from these discussions. Down-to-earth matters, such as how to get people to meetings, how to get them to participate in P.T.A. activities, how to develop leadership, how to work co-operatively with school administrators—these were some of the questions raised and answered that afternoon. Two suggestions impressed me particularly. One was expressed by a panel member thus: 'Don't worry about attendance at meetings. Prepare a good program. If only five people come out, welcome them heartily. Then go ahead and have a wonderful, informative evening. The five will come back with friends for the next meeting. So your meetings will grow.'

Another bit of excellent counsel was to this effect: "When you ask someone to take a P.T.A. chairmanship or some other job, don't ever say, 'Please take this job; there's nothing to it; you won't have much to do.' No person and no job is unimportant in P.T.A. work."

After the clinic I went to see a showing of three films of interest to P.T.A. groups: *School Boards in Action*, *Roots of Happiness*, *Right or Wrong?* All three are informative and thought-provoking and would be an excellent start for discussion programs on educational or mental health problems.

At the general session in the evening our fifty state congress presidents were introduced, and Mother greeted them. The audience was obviously pleased to see these people whose work they hear and read about. An address by Nelson A. Rockefeller, Undersecretary of the new Department of Health, Education, and Welfare, was an illuminating account of proposed legislation to give Americans and their children improved protection against illness and want. The entire day had been a most stimulating one.

Tuesday was equally rewarding. At the general session in the morning U.S. Commissioner of Education Samuel Brownell described the strengths of our schools and reviewed improvements in our educational system in recent years, urging us to keep them in mind when we are confronted with attacks on public education. Then he outlined for us the serious problems we face and some of the measures proposed by the federal government to assist the states and local communities in solving them. (Commissioner Brownell, incidentally, is a member of two P.T.A.'s.)

New Insights

"How Fares the American Family?" was the topic of the section meeting I attended in the afternoon. The subject was presented by Margaret Mead, internationally known anthropologist. Her books had been required reading for me in school, and to see and hear her in person was really exciting. Her speech was lively, full of humor, and very provocative. The discussion was keen, and I stayed until I had barely time to make my train. When I arrived in New York that evening, newspapers were already quoting Dr. Mead. Although they featured her views on juvenile delinquency, I had been even more interested in what she had to say on the changing American family. She pointed out how idealized is our picture of the good old family of the past. She gave me the feeling there is much to be said for the present-day American family in which there is less

stress on material things and more on good relationships among human beings.

Perhaps the happiest event of the convention for me was the Tuesday morning breakfast of the delegates from Region I—the New England states and New York. The special tribute paid to Mother made this a very moving occasion.

As my train moved homeward, I found myself thinking what a wealth of knowledge and inspiration there had been at the convention and what an eagerness to learn and to share learning. A phrase from Chaucer that seemed to express the spirit of that gathering flashed into my mind—"Gladly . . . learn and gladly teach." It is a spirit I have been familiar with all my life, for Mother and Father have always gladly learned and gladly taught. That, I think, is the essence of the P.T.A. spirit.

—NINA SLOAN



• Two glimpses of the problem clinic described by Mrs. Sloan in the adjoining article. Malcolm S. Knowles led the discussion in each group. In the lower panel, Mrs. Edward T. Walker, vice-president (beside Mr. Knowles), presides over Clinic I; in the upper panel, Mrs. O. S. Fatland, vice-president (at the microphone), presides over Clinic II.



• One of ten billboards which appeared throughout the city of Yonkers, New York, at various times during the past year. The space was donated by the advertising company, and the printing financed by voluntary contributions from units of the Yonkers Council, New York State Congress of Parents and Teachers. Yonkers units attributed peak membership during the past year at least partly to this effective means of calling public attention to the P.T.A.

UNICEF Greeting Cards

WITH the plea, "Let Your Greetings Help a Child," UNICEF is asking for contributions to a world-wide effort to relieve the suffering of children.

One series of cards for 1954 has gay and colorful designs, "Joy for the World's Children," contributed by Swiss-born Roger Duvoisin, an eminent American illustrator of children's books.

This group depicts the amusements of boys and girls in five different countries. Korean gaiety is represented by girls dancing to the music of native instruments. Spellbound Indonesian children watch a ceremonial puppet show. Iranian boys sit in a circle listening to an old man's legends. Austrian children speed down a snowy slope on skis. And a blindfolded Mexican boy, playing a native Christmas game, tries to strike down a candy-filled figure with a long pole. The season's greetings are given in the five official languages of the United Nations.

A photographic design illustrates the second choice in greeting cards. Entitled "Sunrise over the United Nations," the picture shows the U.N. headquarters as the rising sun floods the world's workshop for peace with beautiful soft pastels. Erwin Blumenfeld, one of the foremost photographers in this country generously contributed the illustration to UNICEF. It too has season's greetings inscribed in the official languages of the U.N.

An order for one box of cards will help UNICEF provide milk for six hungry children for a week, or vaccine to protect ten youngsters against tuberculosis, or DDT to protect six children for a year in malaria-ridden countries.

The greeting cards can be obtained from THE UNICEF GREETING CARD FUND, United Nations, New York.

SUGGESTED GUIDES FOR EVALUATING

- *Comic Books*
- *Motion Pictures*
- *Radio and Television Programs*

MASS MEDIA have a definite place in the communication of ideas and in the building of cultural concepts. The growing concern of parents, teachers, and others interested in materials designed for children and youth is resulting in widespread efforts to evaluate comics, motion pictures, and radio and television programs.

The motion picture code of ethics, set up by the industry itself, has functioned over a comparatively long period of time with appreciable success. The radio and television codes, though adequate in concept, too often fall short in application. Recently comic book publishers have appointed an administrator to enforce adherence to a new code of ethics.

Underlying these efforts made by the industries concerned is the necessity for vigilance on the part of citizens and citizen groups on community, state, and national levels.

The action committee on comics, motion pictures, radio, and television of the National Congress of Parents and Teachers presents the following *Guide for Evaluation* of these media to local associations and other community groups in arriving at desirable standards.

This evaluation guide is not intended for use in setting up approved or disapproved lists. Rather it is suggested as a tool to be used by parents, teachers, young people, and other groups interested in examining the content of mass media designed for children and youth.

In following up the evaluation, it is important to emphasize the need for action by individuals. If fifty people approach a distributor, broadcaster, or theater manager one by one, they will exert more influence than a committee or a local unit, even though the number represented may be larger. Remember, too, that expressed approval will also promote better comics, motion pictures, and radio and television programs.

STANDARD	DESIRABLE—IF:	UNDESIRABLE—IF:
1. Does it appeal to age level of audience?	It gives information and/or entertainment related to real-life situations or interests.	It is dull, boring, not related to experience or interests.
2. Does it meet needs for entertainment and action?	It deals with wholesome adventure, humor, fantasy, or suspense.	It is emotionally disturbing and overstimulating; places unnecessary emphasis on cruelty and violence; is loud, crude, or vulgar.
3. Does it add to one's understanding and appreciation of himself, others, the world?	It is sincere, constructive, informative; gives a balanced picture of life; encourages decent human relations; is fair to races, nations, religions, labor, management.	It is one-sided, or propagandist; arouses or intensifies prejudices; takes advantage of immaturity and lack of knowledge.
4. Does it encourage worthwhile ideals, values, and beliefs (concerning such matters as family life)?	It upholds acceptable standards of behavior; promotes democratic and spiritual values, respect for law, decency, service.	It glamorizes crime, indecency, intolerance, greed, cruelty; encourages bad taste, false standards of material success, personal vanity, intemperance, immorality.
5. Does it stimulate constructive activities?	It promotes interests, skills, hobbies; encourages desire to learn more, to do something constructive, to be creative, to solve problems, to work and to live with others.	It gives details of crime and its detection; solves problems by force or miraculous incident; leaves one a passive spectator on the sidelines.

STANDARD	DESIRABLE—IF:	UNDESIRABLE—IF:
6. Does it have artistic qualities?	It is a skillful production as to music, script, acting, direction, art work, color, settings, sound effects, printing, photography.	It is poorly done, confusing, hard to follow; action is too fast, too slow; sound is too loud, too low; it hurts the eyes; is poor art work.
7. Is the language used suitable?	The language is correct; suited to its subject; right for age level.	It uses vocabulary that is too hard or too easy; poor grammar; or language of the underworld.
8. Is the over-all effect likely to be desirable?	It has a positive effect; gives larger understanding of the world; helps one become a happier, more informed, more useful, more responsible, more interesting person.	It has a negative or zero effect; discourages living in real world; encourages one to be more dependent, fearful, or insecure; leaves one where he was before, or pushes him back.

(Acknowledgement is made hereby of the assistance gained from standards recommended in *Your Child and Radio, TV, Comics, and Movies*, by Paul Witty and Harry Bricker; *Criteria for Children's Radio Programs*, by Howard Rowland, Keith Tyler, and Norman Woelfel; and *Suggested Standards for Program Evaluation*, published by the National Association for Better Radio and Television.)

SUGGESTED SOURCES FOR INFORMATION

General

Current reviews and feature articles in newspapers and magazines, particularly *National Parent-Teacher: The P.T.A. Magazine*.

Witty, Paul, and Bricker, Harry. *Your Child and Radio, TV, Comics, and Movies*. Chicago: Science Research Associates, 1952. Price, 40 cents; three for \$1.

Order from the publisher, 57 West Grand Ave., Chicago 10, Illinois.

Comics

Committee on Evaluation of Comic Books P.O. Box 1486, Cincinnati 1, Ohio
List of comic books and their quality ratings.

Ask for *An Evaluation of Comic Books, July 1953, and Publishers Whose Comic Books Have Been Evaluated, June 1953*, or any similar lists of later date.

Motion Pictures

National Parent-Teacher: The P.T.A. Magazine

700 North Rush Street, Chicago 11, Illinois

Monthly feature: "Motion Picture Previews."

Annual subscription rate, \$1.25, U.S. and Poss.; single copy, 15 cents.

Joint Estimates of Current Entertainment Films

28 West Forty-fourth Street, New York 36, New York

National Theatres Amusement Company, Incorporated
Public Relations Department
1609 West Washington Boulevard, Los Angeles 7, California

Weekly bulletin: *Unbiased Opinions of Current Motion Pictures*.

Radio and Television Programs

National Association for Better Radio and Television (NAFBRAT)

882 Victoria Avenue, Los Angeles 5, California

Ask for "NAFBRAT" *Radio and Television Guide to Better Programs*, Summer 1953. Fifteen cents a copy. Special price on quantity lots.

Copies of the standards used by NAFBRAT's evaluation committee may be obtained for twenty-five cents.

National Association of Educational Broadcasters

Gregory Hall, University of Illinois, Urbana, Illinois

National Association of Radio and Television Broadcasters

Television Information Committee
1771 N St. N.W., Washington 6, D. C.

Ask for *Nationally Televised Programs of Educational Nature: 1953-54 Edition*.

National Citizens Committee for Educational Television

Ring Building, Washington 6, D. C.
Semimonthly news letter: *Educational Television News*. Free.

Consultant services are available in connection with problems in educational television.

National Education Association, Division of Press and Radio Relations

1201 Sixteenth Street N.W., Washington 6, D. C.

U.S. Office of Education, Department of Health, Education, and Welfare
Dr. Franklin Dunham, Chief of Radio-Television

Washington 25, D. C.



DEFEND FREEDOM AND LIBERTY



RESPECT THE LAW



SERVE THE COMMUNITY



LIVE HAPPILY WITH OTHERS



MAKE THE MOST OF YOURSELF

*****NATIONAL CITIZENSHIP DAY

YOUR STUDENT COUNCIL PROMOTES GOOD CITIZENSHIP

SEPTEMBER 17, 1954

IN COOPERATION WITH THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- Copies of this poster sparked discussion of Citizenship Day throughout the Denver public schools.

DENVER'S CITIZENSHIP SALUTE

Denver public schools mobilized all their resources for the observance of Citizenship Day, September 17. Audio-visual aids—films, filmstrips, and recordings—on public affairs and American history were brought into full use in classrooms throughout the city. Schools were urged to remind voters to go to the polls in the primary and to help them become familiar with proposed legislative amendments. P.T.A. legislation chairmen worked with the schools on this aspect of the program.

From kindergarten through grade six children discussed their share in their own civic organization, the student council. Upper grades focused on the meaning of the Constitution. Secondary schools developed programs on voting, naturalization, and other aspects of citizenship.

Other suggested activities, which might be used elsewhere throughout the year, included panel discussions, the reading of great American documents by a verse choir, and the dramatization of the signing of the Constitution. All schools in Denver were asked to send summaries of their programs to Mrs. Albert Solomon, national chairman of Citizenship.

- A total of 59,843 copies of *The P.T.A. Story: Ways of Telling It* was distributed free to all state congresses in July 1954.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

"KITCHEN CALENDARS," to inform parents of P.T.A. doings and other school events, were devised and published by the parents of one elementary school last year; such a calendar might be made to include:

- **Colorful illustrations** for the covers and to mark the holidays of the year;
- **School assembly dates**, as scheduled in the official school calendar for the school year;
- **P.T.A. meeting days**, as programed by the local association, the council, the state congress;
- **Report card days**, in areas where these are issued at regular intervals throughout the year;
- **Parent education** and study group meetings, conferences, leadership institutes scheduled for the year;
- **Social events**, planned for pupils or for adults, within the framework of the school or P.T.A.;
- **Film showings**, whether scheduled for the pupils or for the parents;
- **Milk money** payment dates or other similar obligations that might require a reminder to be remembered;
- **Ample empty space** for each day to allow for notes of upcoming events that arise throughout the year.

WELCOME YOUR INTERN TEACHERS (the college seniors who will practice-teach in your public schools) and encourage them to enter the profession, suggests the Florida Congress, by such steps as:

- **Finding congenial lodgings** for out-of-town interns, volunteering your services through the supervising teacher or principal;
- **Writing a welcoming letter** to the intern, to place him at ease in new surroundings and a new community;
- **Opening your home**, for a dinner or some other social event, to ease the task of getting acquainted with his pupils;
- **Extending P.T.A. hospitality** to the intern, taking him to meetings, including him on committees, and sharing responsibilities with him.
- **Presenting a subscription** to the *National Parent-Teacher* and copies of other Congress publications to help him in his work.
- **Mailing a letter**, on the intern's return to his school, to thank him for his services to your community and for his choice of profession.

Designed for Special Education

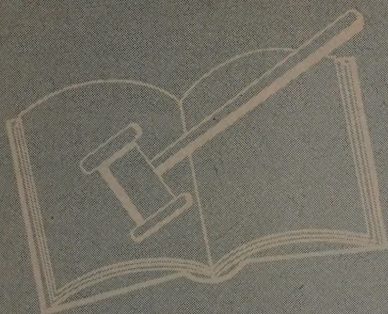
FORTY-FOUR teachers and supervisors received aid for summer study from the scholarship fund for special education, established last spring by the Denver County Council of Parent-Teacher Associations. Others will continue to study through extension during the school year.

The purpose of this scholarship fund is to encourage Denver public school teachers to become more proficient in the education of exceptional children. This enables them to work effectively with gifted children as well as with the handicapped, who may be deaf or hard of hearing, blind or partially sighted, or have other physical disabilities. It also helps them to deal with the problems of the slow learner. Teachers who are now teaching special education classes or who are contemplating entering the field of special education may apply for aid from this fund.

Scholarships are awarded according to need, qualifications of applicants, and funds available. The primary object of the program this year is to help teachers already in special education to meet state certification requirements.



• Here is the first published photo of the lobby in our new headquarters. Adding a touch of "Dixie" to the interior is the cotton plant in full bloom, gift of the Mississippi Congress president, Mrs. A. L. Hendrick. In the background is an exhibit of colorful *National Parent-Teacher* covers.



Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 23, 1954, BY THE NATIONAL BOARD OF MANAGERS

1954-55

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices.*

Legislation Policies

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a part of the legislation action program.

Each of the policies listed below has been approved by at least thirty state congresses according to individual state procedure. (State congresses have an opportunity to review the program annually.)

The legislation action program (see page 11) is based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through the federal agencies, and administered by state and local agencies, most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with minimum federal and maximum local control.

b. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen

appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

- a. All funds appropriated by the federal government for the support of education within the states should go to publicly controlled, tax-supported schools only.
- b. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring:
 - (1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;
 - (2) minimum federal and maximum local control; and
 - (3) encouragement to the states to put forth their best efforts to equalize educational opportunities within their own boundaries.
- c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.
- d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.
- e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.
- f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state and local departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:

- (1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;
- (2) made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need;
- (3) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

h. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.

i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

5. Child Care Centers

During periods of national defense emergency child care centers should be made available to children of employed mothers; adequately staffed and supervised by appropriate agencies; and jointly financed by public funds and parents' fees.

6. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

7. Child Life Research

Adequate appropriations should be provided for continuing programs of integrated child life research.

8. Critical Materials for School Building Construction

We support measures that will give a top priority for materials, equipment, and supplies for school buildings after major military needs of the United States have been met.

9. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

10. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

11. International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

12. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

13. National Defense

We believe that we must work diligently for world peace by use of all possible United Nations channels to achieve economic, social, physical, and spiritual welfare for all children and youth through education for citizenship in an interdependent world. It is nevertheless necessary in this time of world tension to maintain a military establishment capable of going into effective action in defense of the nation.

The administration of these emergency military measures should ensure the maximum opportunity for education for responsible and effective democratic citizenship.

We believe that all efforts should be made to meet the need for military manpower from the pool of eligible adults before inducting persons under twenty-one years of age.

We insist, also, that all persons be thoroughly trained and properly equipped before being sent into combat.

In the event that the Congress of the United States should establish a program of universal military training for the expansion of our manpower resources in the armed services, this training should be:

1. A temporary program for the emergency period only, rather than a permanent measure of military conscription.
2. Universal in its application to all young men, beginning at the age 18. (This does not imply combat service.)
3. Confined to a period of not more than six months of basic military training for each person concerned.
4. Conducted with full recognition of the health, educational, and spiritual needs of young people.

5. Operated through the military facilities of the nation in a way that will ensure young men's being trained in areas within reasonable proximity of their homes.
6. Supervised by a national advisory commission comprising both military and civilian representatives.
7. Combined with a continuing educational program.
8. Administered to provide for further education following basic military training for those persons with special abilities in the sciences and the essential professions as determined by regularly constituted civilian educational authorities.

9. Established not to provide a large and permanent standing army but to strengthen the defense of the nation through a civilian reserve of manpower available for immediate and full-time military service to meet any emergency with which our country may be confronted.

14. Rural Stabilization

We support the continuance of basic principles of stabilization of rural families, including guidance services. (Such programs enable the children in these families to have better education, nutrition, and health.)

Legislation ACTION Program

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the Eighty-fourth Congress convenes in January 1955. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

a. U.S. Office of Education, Department of Health, Education, and Welfare

The Office conducts research, collects statistics, makes surveys, provides advisory services, and administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, and schools in areas affected by federal activities.

b. Children's Bureau, Department of Health, Education, and Welfare

The Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services.

c. Food and Drug Administration, Department of Health, Education, and Welfare

This agency protects the consumer by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce.

d. U.S. Public Health Service, Department of Health, Education, and Welfare

The Service is responsible for varied activities—for example, port of entry examinations; super-

vision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, St. Elizabeth's (for mental patients) in Washington, D. C., the drug addict hospitals in Lexington and Fort Worth, and the National Leprosarium; research and personnel training in the fields of mental health and of chronic and communicable disease control; and administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

e. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture.

Of primary importance to families is the research done by this agency on problems concerning food, clothing, shelter, and homemaking. The Bureau also aids farmers by discovering and developing new uses for farm products and helps manufacturers by supplying new data useful in improving their products and output.

f. Federal Extension Service, U.S. Department of Agriculture.

This agency, in cooperation with the state land-grant colleges, brings the results of continuing research to the rural community, employing home demonstration agents and other workers who deal directly with individuals and organizations.

g. School Lunch Program, U.S. Department of Agriculture

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

The Bureau's concern is development of sound labor standards, including standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

3. Emergency Aid for School Building Construction

School enrollments continue to make headlines, and the peak has not been reached. Every state faces building shortages, makeshift classrooms, and unsafe structures. A national emergency is upon us. Emergencies require special consideration. Legislation to help states provide these necessary classrooms is a "must." Children's needs can't wait!

In the closing days of the Eighty-third Congress bills were introduced that probably will reappear in substantially the same form in January. Although funds called for would care for only severe hardship cases, the measures were otherwise generally acceptable. The principal provisions were: \$250,000,000 to be authorized for each of two fiscal years; program to be administered by the U.S. Office of Education and regularly established state education authorities; state plans to be submitted to the U.S. Commissioner of Education, but location and approval of projects and supervisions of construction left to states; funds paid to state treasurer and transferred to local boards of education upon requisition of state education authority; funds limited to use for construction of classrooms and related facilities and equipment for public elementary and secondary schools (no stadia or facilities for athletic exhibitions for which admission is to be charged); federal funds for each school construction project may not be more than 40 per cent of cost of construction of the project or \$500 per pupil to be accommodated in the project, whichever is less; apportionment among the states according to a formula based upon school-age population and state's average per capita income.

4. Health

We support legislation to assist the states in the development and maintenance of local health units. Previously supported bills have provided for the development and maintenance of local public health units organized to provide basic full-time public health services and to assist the states in the training of personnel for local public health work; allotment of matching funds is to

be made on the basis of population and the financial need of the states for assistance to provide basic public health services for all persons within the state. The basic public health services necessary for the well-being of every community are control of communicable diseases, environmental and food sanitation, health education, collection and analysis of vital statistics, public health laboratory services, and maternal and child health services.

5. International Relations

It is the policy of the National Congress of Parents and Teachers to support the United Nations and its component parts as the best basis for international cooperation. Our principal legislative concern is support for the United Nations Educational, Scientific, and Cultural Organization; the Food and Agricultural Organization; the World Health Organization; and the United Nations International Children's Fund.

6. Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

CONTINUING CONCERNS

- In other years the Action Program has included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of special services required for the education of physically handicapped children; support of development of a program of emergency maternity and infant care for wives and infants of enlisted men in the armed forces; support of legislation providing for extension of library service; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. Although technically the child labor amendment is still before the states for action, most of the results that would have been achieved by its ratification have been accomplished by other legislative means. No action on these subjects is anticipated at this time.

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Place: Chicago, Illinois

Time: May 23, 24, 25.